

1 Develop and apply skills and strategies to the reading process				
	GRADE K -2	GRADE 3 - 5	GRADE 6-8	GRADE 9-12
A	Demonstrate basic concepts of print	Demonstrate basic concepts of print	Demonstrate basic concepts of print	Demonstrate basic concepts of print
	RD1.1. attend to literacy-based materials RD1.2. understand print tells story by attending to and/or reading story RD1.3. match objects to like objects RD1.4. match objects to photographs of like objects RD1.5. match objects to symbols (line drawings) of like objects RD1.6. match objects to words RD1.7. understand that a string of letters may represent words (print awareness) RD1.8. match letter to letter RD1.9. match word to word RD1.13. understand directionality front to back, top to bottom and left to right RD1.15. understand concept of title and/or know where title is located Demonstrate understanding of letter concepts RD1.17. identify upper- and lower-case letters RD1.18. understand the need for spaces between words	RD1.1. attend to literacy-based materials RD1.2. understand print tells story by attending to and/or reading story RD1.3. match objects to like objects RD1.4. match objects to photographs of like objects RD1.5. match objects to symbols (line drawings) of like objects RD1.6. match objects to words RD1.7. understand that a string of letters may represent words (print awareness) RD1.8. match letter to letter RD1.9. match word to word RD1.10. match pictures to printed words to show printed words represent objects or pictures of object RD1.11. distinguish text from pictures RD1.12. illustrate words, caption pictures, act out words or sentences to show printed words represent objects RD1.13. understand directionality front to back, top to bottom and left to right RD1.14. identify the author RD1.15. understand concept of title and/or know where title is located Demonstrate understanding of letter concepts RD1.17. identify upper- and lower-case letters RD1.18. understand the need for spaces between words	RD1.1. attend to literacy-based materials RD1.2. understand print tells story by attending to and/or reading story RD1.3. match objects to like objects RD1.4. match objects to photographs of like objects RD1.5. match objects to symbols (line drawings) of like objects RD1.6. match objects to words RD1.7. understand that a string of letters may represent words (print awareness) RD1.8. match letter to letter RD1.9. match word to word RD1.10. match pictures to printed words to show printed words represent objects or pictures of object RD1.11. distinguish text from pictures RD1.12. illustrate words, caption pictures, act out words or sentences to show printed words represent objects RD1.13. understand directionality front to back, top to bottom and left to right RD1.14. identify the author RD1.15. understand concept of title and know where title is located RD1.16. understand punctuation has meaning Demonstrate understanding of letter concepts RD1.17. identify upper- and lower-case letters RD1.18. understand the need for spaces between words	RD1.1. attend to literacy-based materials RD1.2. understand print tells story by attending to and/or reading story RD1.3. match objects to like objects RD1.4. match objects to photographs of like objects RD1.5. match objects to symbols (line drawings) of like objects RD1.6. match objects to words RD1.7. understand that a string of letters may represent words (print awareness) RD1.8. match letter to letter RD1.9. match word to word RD1.10. match pictures to printed words to show printed words represent objects or pictures of object RD1.11. distinguish text from pictures RD1.12. illustrate words, caption pictures, act out words or sentences to show printed words represent objects RD1.13. understand directionality front to back, top to bottom and left to right RD1.14. identify the author RD1.15. understand concept of title and know where title is located RD1.16. understand punctuation has meaning Demonstrate understanding of letter concepts RD1.17. identify upper- and lower-case letters RD1.18. understand the need for spaces between words
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6
FR	I 1a, K-4	I 1a, K-4	I 1a, K-4	I 1a, K-4

Reading

Edited For MAP-A Use Only

B	Discriminate sounds in words to achieve phonemic awareness			Discriminate sounds in words to achieve phonemic awareness			Discriminate sounds in words to achieve phonemic awareness			Discriminate sounds in words to achieve phonemic awareness		
	Phonemic Awareness	RD2.1. attend purposefully to reading of words or pictures/symbols/objects/actions RD2.2. discriminate initial sounds of single-syllable words RD2.3. discriminate final sounds in single-syllable words RD2.6. differentiate phonemes of one-syllable words RD2.7. recognize rhyming words in spoken language RD2.8. imitate inflections/sounds/rhythm patterns	RD2.1. attend purposefully to reading of words or pictures/symbols/objects/actions RD2.2. discriminate initial sounds of single-syllable words RD2.3. discriminate final sounds in single-syllable words RD2.4. orally blend sounds to form words using onset and rime RD2.5. replace onset and rime to form new words RD2.6. differentiate phonemes of multi-syllable words RD2.7. recognize rhyming words in spoken language RD2.8. imitate inflections/sounds/rhythm patterns RD2.9. produce rhyming words in spoken language	RD2.1. attend purposefully to reading of words or pictures/symbols/objects/actions RD2.2. discriminate initial sounds of single-syllable words RD2.3. discriminate final sounds in single-syllable words RD2.4. orally blend sounds to form words using onset and rime RD2.5. replace onset and rime to form new words RD2.6. differentiate phonemes of multi-syllable words RD2.7. recognize rhyming words in spoken language RD2.8. imitate inflections/sounds/rhythm patterns RD2.9. produce rhyming words in spoken language	RD2.1. attend purposefully to reading of words or pictures/symbols/objects/actions RD2.2. discriminate initial sounds of single-syllable words RD2.3. discriminate final sounds in single-syllable words RD2.4. orally blend sounds to form words using onset and rime RD2.5. replace onset and rime to form new words RD2.6. differentiate phonemes of multi-syllable words RD2.7. recognize rhyming words in spoken language RD2.9. produce rhyming words in spoken language							
ST	CA 2, 3 1.5, 1.6			CA 2, 3 1.5, 1.6			CA 2, 3 1.5, 1.6			CA 2, 3 1.5, 1.6		
FR	I 1b, K-4			I 1b, K-4			I 1b, K-4			I 1b, K-4		
C	Develop phonics knowledge (to lead to automaticity)			Develop phonics knowledge (to lead to automaticity)			Develop phonics knowledge (to lead to automaticity)			Develop phonics knowledge (to lead to automaticity)		
	Phonics	RD3.1. demonstrate letter/sound relationships (individual letters and letter clusters) RD3.2. use letter sound association to read simple words with assistance	RD3.1. demonstrate letter/sound relationships (individual letters and letter clusters) RD3.2. use letter sound association to read simple words with assistance RD3.3. use onset with assistance to decode unknown words RD3.4. use rime with assistance to decode unknown words RD3.5. attach sounds to groups of letter patterns RD3.6. blend sounds from string of separate syllables RD3.7. recognize consonant digraphs RD3.8. use invented spelling to demonstrate understanding of some word sounds RD3.10. use word patterns with assistance to decode unknown words a. compound words	RD3.1. demonstrate letter/sound relationships (individual letters and letter clusters) RD3.2. use letter sound association to read simple words RD3.3. use onset to decode unknown words RD3.4. use rime to decode unknown words RD3.5. attach sounds to groups of letter patterns RD3.6. blend sounds from string of separate syllables RD3.7. recognize consonant digraphs RD3.8. use invented spelling to demonstrate understanding of some word sounds RD3.9. demonstrate conceptual understanding of common prefixes (e.g., re turn, not ret urn) RD3.10. use word patterns with assistance to decode unknown words a. compound words b. short vowels c. long vowel silent e d. vowel pairs e. diphthongs f. inflectional endings RD3.11. demonstrate conceptual understanding of common suffixes	RD3.1. demonstrate letter/sound relationships (individual letters and letter clusters) RD3.2. use letter sound association to read simple words RD3.3. use onset to decode unknown words RD3.4. use rime to decode unknown words RD3.5. attach sounds to groups of letter patterns RD3.6. blend sounds from string of separate syllables RD3.7. recognize consonant digraphs RD3.8. use invented spelling to demonstrate understanding of some word sounds RD3.9. demonstrate conceptual understanding of common prefixes (e.g., re turn, not ret urn) RD3.10. use word patterns with assistance to decode unknown words a. compound words b. short vowels c. long vowel silent e d. vowel pairs e. diphthongs f. inflectional endings RD3.11. demonstrate conceptual understanding of common suffixes RD3.12. use the three cueing systems with assistance (meaning, syntax, phonics) to predict words RD3.13. confirm reading of a word by looking at its parts							
ST	CA 2, 3 1.6			CA 2, 3 1.6			CA 2, 3 1.6			CA 2, 3 1.6		
FR	I 1a & e, II 2h, K-4			I 1a & e, II 2h, K-4			I 1a & e, II 2h, K-4			I 1a & e, II 2h, K-4		

1 Develop and apply skills and strategies to the reading process - - continued				
	GRADE K - 2	GRADE 3 - 5	GRADE 6-8	GRADE 9-12
D	Read simple text (words/ symbols/ pictures/objects/actions) with assistance as needed	Read simple text (words/ symbols/ pictures/objects/actions) with assistance as needed	Read simple text (words/ symbols/ pictures/objects/actions) with assistance as needed	Read simple text (words/ symbols/ pictures/objects/actions) with assistance as needed
Fluency	RD4.1. containing a small bank of high-frequency words RD4.2. consisting of environmental print	RD4.1. containing a small bank of high-frequency words RD4.2. consisting of environmental print RD4.6. apply rate for reading based on purpose	RD4.1. containing a small bank of high-frequency words RD4.2. consisting of environmental print RD4.3. by developing automaticity of an increasing core of high-frequency words RD4.4. uses intonation / appropriate phrasing and expression RD4.5. acknowledges punctuation by pauses or intonation RD4.6. apply rate for reading based on purpose	RD4.1. containing a small bank of high-frequency words RD4.2. consisting of environmental print RD4.3. by developing automaticity of an increasing core of high-frequency words RD4.4. uses intonation / appropriate phrasing and expression RD4.5. acknowledges punctuation by pauses or intonation RD4.6. apply rate for reading based on purpose
ST	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5
FR	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4
E	Develop vocabulary by listening to and discussing unknown words in stories and in the environment	Develop vocabulary by listening to, discussing and/or through text unknown words in stories and in the environment and direct instruction	Develop vocabulary by listening to, discussing and/or through text unknown words in stories and in the environment and direct instruction	Develop vocabulary by listening to, discussing and/or through text unknown words in stories and in the environment and direct instruction
Vocabulary	RD5.3. develops a store of key words (words/ symbols/ pictures/objects/actions) (words with personal meaning, e.g., mother, father, car, dog, cat, brother, sister)	RD5.3. develop a store of key words(words/ symbols/ pictures/objects/actions) (words with personal meaning, including environmental print; e.g., mother, father, car, dog, cat, brother, sister) RD5.4. know several pairs of high frequency synonyms and antonyms (e.g., up/down, hot/cold, small/little). RD5.5. use context clues with assistance (to predict words) RD5.6. use a basic dictionary and glossary (may be picture dictionary, personal dictionary) RD5.7. demonstrate use of common inflectional endings; e.g., "s" for plural nouns	RD5.1. use base words (e.g., common roots, homophones, homographs) RD5.2. use classroom resources (content texts, flashcards, etc) RD5.3. develop a store of key words (words/ symbols/ pictures/objects/actions) (words with personal meaning, including environmental print; e.g., mother, father, car, dog, cat, brother, sister) RD5.4. know several pairs of high frequency synonyms and antonyms (e.g., up/down, hot/cold, small/little) RD5.6. use context clues to learn new vocabulary RD5.7. use a basic dictionary and glossary (may be picture dictionary, personal dictionary) RD5.8. demonstrate use of common inflectional endings; e.g., "s" for plural nouns, "ed" for past tense verbs RD5.9. demonstrate understanding of common prefixes RD5.10. demonstrate understanding of common suffixes RD5.11. use meaningful parts to determine word meaning	RD5.1. use base words RD5.2. use classroom resources RD5.3. develop a store of key words (words/ symbols/ pictures/objects/actions) (words with personal meaning, including environmental print; e.g., mother, father, car, dog, cat, brother, sister) RD5.4. know several pairs of high frequency synonyms and antonyms (e.g., up/down, hot/cold, small/little) RD5.5. know high frequency synonyms and antonyms RD5.6. use context clues to learn new vocabulary RD5.7. use a basic dictionary and glossary (may be picture dictionary, personal dictionary) RD5.8. apply common inflectional endings RD5.9. demonstrate use of common prefixes RD5.10. demonstrate use of common suffixes RD5.11. use meaningful parts to determine word meaning RD5.12. develop vocabulary by applying knowledge of common roots and prefixes
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6
FR	I 6d, 1e, K-4	I 6d, 1e, K-4	I 1e, 6d, K-4	I 1e, 6d, K-4

1 Develop and apply skills and strategies to the reading process - - continued				
	GRADE K - 2	GRADE 3 - 5	GRADE 6 - 8	GRADE 9-12
F	Develop and apply, with assistance as needed, pre-reading strategies to aid comprehension	Develop and apply, with assistance as needed, pre-reading strategies to aid comprehension	Develop and apply, with assistance as needed, pre-reading strategies to aid comprehension	Develop and apply, with assistance as needed, pre-reading strategies to aid comprehension
Pre-Reading	RP1.1. attend to pictures in text RP1.2. preview text and/or pictures RP1.3. demonstrate understanding that pictures/symbols/objects/actions have meaning RP1.4. access prior knowledge (What do I know? [K-W-L] informational passages only) RP1.5. predict what storybook or article may be about, based on pictures/symbols/objects/actions, with assistance	RP1.1. attend to pictures in text RP1.2. preview text and/or pictures RP1.3. demonstrate understanding that pictures/symbols/objects/actions have meaning RP1.4. access prior knowledge (What do I know? [K-W-L] informational passages only) RP1.5. predict what storybook or article may be about with evidence , based on pictures/symbols/objects/actions, with assistance RP1.7. set a purpose for reading, (What do I want to know? informational only)	RP1.1. attend to pictures in text RP1.2. preview text and/or pictures RP1.3. demonstrate understanding that pictures/symbols/objects/actions have meaning RP1.4. access prior knowledge (What do I know? [K-W-L] informational passages only) RP1.5. predict what storybook or article may be about with evidence, based on pictures/symbols/objects/actions, with assistance RP1.7. set a purpose for reading, (What do I want to know? informational only)	RP1.1. attend to pictures in text RP1.2. preview text and/or picture RP1.3. demonstrate understanding that pictures/symbols/objects/actions have meaning RP1.4. access prior knowledge (What do I know? [K-W-L] informational only) RP1.5. predict what storybook or article may be about with evidence, based on pictures/symbols/objects/actions, with assistance RP1.6. predict and confirm or reject RP1.7. set a purpose for reading (What do I want to know? K-W-L informational only)
ST	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6
FR	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4
G	During reading or read-alouds, develop and utilize, with assistance as needed, strategies to	During reading or read-alouds, develop and utilize, with assistance as needed, strategies to	During reading, develop and utilize, with assistance as needed, strategies to	During reading, develop and utilize, with assistance as needed, strategies to
During Reading	RP2.1. attend to the reading of the story and to the pictures RP2.2. predict and check RP2.3. check content and process using cueing systems <ul style="list-style-type: none"> a. meaning (content): does story/article make sense? b. structure (process): recognize repeated words to understand story. c. visual (content): do the illustrations correspond with the story? 	RP2.1. attend to the reading of the story and to the pictures RP2.2. predict and check RP2.3. check content and process using cueing systems <ul style="list-style-type: none"> a. meaning (content): does story/article make sense? b. structure (process): recognize repeated words to understand story. c. visual (content): do the illustrations correspond with the story? RP2.4. self question: who, what, where, when, why, how RP2.6. visualize (e.g., What does something important in the story or article, not depicted in illustrations, look like?)	RP2.1. attend to the reading of the story and to the pictures RP2.3. predict and check content and process using cueing systems <ul style="list-style-type: none"> a. meaning (content): does story/article make sense? b. structure (process): recognize repeated words to understand story. c. visual (content): do the illustrations correspond with the story? RP2.4. self question: who, what, where, when, why, how RP2.6. visualize (e.g., What does something important in the story or article, not depicted in illustrations, look like?)	RP2.1. attend to the reading of the story and to the pictures RP2.3. predict and check content and process using cueing systems <ul style="list-style-type: none"> a. meaning (content): does story/article make sense? b. structure (process): recognize repeated words to understand story. c. visual (content): do the illustrations correspond with the story? RP2.4. self question: who, what, where, when, why, how RP2.5. correct (Why do you think the character did.....? What caused this effect?) RP2.6. visualize (e.g., What does something important in the story or article, not depicted in illustrations, look like?)
ST	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6
FR	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4

1 Develop and apply skills and strategies to the reading process - - continued				
	GRADE K - 2	GRADE 3 - 5	GRADE 6-8	GRADE 9-12
H	Develop and demonstrate, with assistance as needed, post-reading skills after reading or read-alouds to react through vocalizations, words, symbols to text in order to identify main ideas and supporting details	Develop and demonstrate, with assistance as needed, post-reading skills after reading or read-alouds to react through vocalizations, words, symbols to text in order to identify main ideas and supporting details	Develop and demonstrate, with assistance as needed, post-reading skills after reading or read-alouds to react through vocalizations, words, symbols to text in order to identify main ideas and supporting details	Develop and demonstrate, with assistance as needed, post-reading skills after reading or read-alouds to react through vocalizations, words, symbols to text in order to identify main ideas and supporting details
	RP3.1. react to story using vocalizations/gestures/words RP3.2. question to clarify understanding: who, what, where, when RP3.3. recount the basic storyline using pictures/symbols/objects/actions, RP3.5. illustrate story by using pictures/symbols/objects/actions RP3.6. re-enact stories by using pictures/symbols/objects/actions	RP3.1. react to story using vocalizations/gestures/words RP3.2. question to clarify understanding: who, what, where, when RP3.3. recount beginning, middle and end of story RP3.4. identify main idea(s) of nonfiction RP3.5. illustrate story by using pictures/symbols/objects/actions RP3.6. re-enact stories by using pictures/symbols/objects/actions RP3.7. reflect (e.g., Tell, write, sign one thing that you have learned. [informational] Did the character do what you expected?[fiction])	RP3.1. react to story using vocalizations/gestures/words RP3.2. question to clarify understanding: who, what, where, when RP3.3. recount beginning, middle and end of story RP3.4. identify main idea(s) of nonfiction RP3.5. illustrate story by using pictures/symbols/objects/actions RP3.6. re-enact stories by using pictures/symbols/objects/actions RP3.7. reflect (e.g., Tell, write, sign one thing that you have learned. [informational] Did the character do what you expected?[fiction]) RP3.8. draw conclusions (Why did something in the story happen? What was the cause of....? Based on information in the article, what is your opinion?)	RP3.1. react to story using vocalizations/gestures/words RP3.2. question to clarify understanding: who, what, where, when RP3.3. recount beginning, middle and end of story RP3.4. identify main idea(s) of nonfiction RP3.5. illustrate story by using pictures/symbols/objects/actions RP3.6. re-enact stories by using pictures/symbols/objects/actions RP3.7. reflect (e.g., Tell, write, sign one thing that you have learned. [informational] Did the character do what you expected?[fiction]) RP3.8. draw conclusions (Why did something in the story happen? What was the cause of....? Based on information in the article, what is your opinion?)
ST	CA 2, 3, 1.6 & 3.5	CA 2, 3, 1.6 & 3.5	CA 2, 3, 1.6 & 3.5	CA 2, 3, 1.6 & 3.5
FR	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4
I	Identify connections, with assistance as needed	Identify connections, with assistance as needed	Identify and/or explain connections, with assistance as needed	Identify and/or explain connections, with assistance as needed
	RP4.1. identify similarities between text ideas and own experiences RP4.2. identify differences between text ideas and own experiences	RP4.1. identify similarities between text ideas and own experiences RP4.2. identify differences between text ideas and own experiences RP4.3. identify similarities and differences between fiction and nonfiction (real vs. make-believe) RP4.4. differentiate text ideas and the world	RP4.1. identify similarities between text ideas and own experiences RP4.2. identify differences between text ideas and own experiences RP4.3. identify similarities and differences between fiction and nonfiction (real vs. make-believe) RP4.4. differentiate text ideas and the world RP4.5. respond to and/or explain how text reflects a culture and/or historic timeframe	RP4.1. identify similarities between text ideas and own experiences RP4.2. identify differences between text ideas and own experiences RP4.3. identify similarities and differences between fiction and nonfiction (real vs. make-believe) RP4.4. differentiate text ideas and the world RP4.5. respond to and/or explain how text reflects a culture and/or historic timeframe RP4.6. analyze the relationships between text ideas and the world
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6
FR	I 1d, 3a, 4c, d & h, 5a, b 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a, b 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of culture and times				
	GRADE K - 2	GRADE 3 - 5	GRADE 6 - 8	GRADE 9-12
A	Locate and apply information in title and pictures to aid comprehension	Locate and apply information in title and pictures to aid comprehension	Locate and apply specific information in title, pictures and/or table of contents to aid comprehension	Locate and apply specific information in title, pictures and/or table of contents to aid comprehension
	RC1.1. locate title RC1.2. locate pictures/illustrations RC1.3. locate text (story text)	RC1.1. locate title RC1.2. locate pictures/illustrations RC1.3. locate text (story text) RC1.4. locate name(s) of author and illustrator RC1.5. demonstrate understanding of authorship RC1.6. locate page numbers on individual page	RC1.1. locate title RC1.2. locate pictures/illustrations RC1.3. locate text (story text) RC1.4. locate name(s) of author and illustrator RC1.5. demonstrate understanding of authorship RC1.6. locate page numbers on individual page Identify text features of poetry, fiction, drama RC1.8. layout on page for poetry RC1.9. use of quotations in fiction RC1.10. use of dialog in drama	RC1.1. locate title RC1.2. locate pictures/illustrations RC1.3. locate text (story text) RC1.4. locate name(s) of author and illustrator RC1.5. demonstrate understanding of authorship RC1.6. locate page numbers on individual page RC1.7. identify parts of books: a. title page b. glossary c. index Identify text features of poetry, fiction, drama RC1.8. layout on page for poetry RC1.9. use of quotations in fiction RC1.10. use of dialog in drama
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6
FR	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4
B	Demonstrate understanding of rhythm, rhyme and alliteration in oral reading of poetry and prose with assistance as needed	Demonstrate understanding of rhythm, rhyme and alliteration in oral reading of poetry and prose with assistance as needed	Demonstrate understanding of rhythm, rhyme and alliteration in oral reading of poetry and prose with assistance as needed	Demonstrate understanding of rhythm, rhyme and alliteration in oral reading of poetry and prose with assistance as needed
	RC2.1. respond to rhythm, rhyme and/or alliteration RC2.2. attend to sensory details in poetry and prose by indicating appropriate sense RC2.4. indicate rhythm RC2.5. match rhyme RC2.6. match initial sounds of consonants (e.g., Peter Piper) RC2.7. imitate rhythm patterns	RC2.1. respond to rhythm, rhyme and/or alliteration RC2.2. attend to sensory details in poetry and prose by indicating appropriate sense RC2.4. indicate rhythm RC2.5. match rhyme RC2.6. match initial sounds of consonants (e.g., Peter Piper) RC2.7. imitate rhythm patterns	RC2.1. respond to rhythm, rhyme and/or alliteration RC2.2. attend to sensory details in poetry and prose by indicating appropriate sense RC2.3. respond to sensory details in poetry and prose with assistance by indicating appropriate sense RC2.4. indicate rhythm RC2.5. match rhyme RC2.6. match initial sounds of consonants (e.g., Peter Piper) RC2.7. imitate rhythm patterns RC2.8. identify author's use of rhythm, rhyme and alliteration in poetry and prose	RC2.1. respond to rhythm, rhyme and/or alliteration RC2.2. attend to sensory details in poetry and prose by indicating appropriate sense RC2.3. respond to sensory details in poetry and prose with assistance by indicating appropriate sense RC2.4. indicate rhythm RC2.5. match rhyme RC2.6. match initial sounds of consonants (e.g., Peter Piper) RC2.7. imitate rhythm patterns RC2.8. identify author's use of rhythm, rhyme and alliteration in poetry and prose
ST	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6
FR	I 1i, 5e, K-4	I 1i, 5e, K-4	I 1i, 5e, K-4	I 1i, 5e, K-4

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of culture and times --- continued				
	GRADE K - 2	GRADE 3 - 5	GRADE 6 - 8	GRADE 9-12
C	Use details from text and/or pictures to identify story elements with assistance as needed	Use details from text and/or pictures to identify story elements with assistance as needed	Use details from text and/or pictures to identify story elements with assistance as needed	Use details from text and/or pictures to identify story elements with assistance as needed
Text Elements	<p>RC3.1. identify characters</p> <p>RC3.3. identify problem</p> <p>RC3.8. identify events in logical sequence beginning and end</p> <p>RC3.9. make predictions</p> <p>RC3.11. match the picture(s) that illustrate(s) element(s) of a story (character, setting, etc.)</p>	<p>RC3.1. identify characters</p> <p>RC3.2. analyze characters (e.g., good, bad; main, minor)</p> <p>RC3.3. identify problem</p> <p>RC3.4. compare text problems with personal experience</p> <p>RC3.5. identify cause and effect</p> <p>RC3.6. identify setting</p> <p>RC3.8. place events in logical sequence beginning, middle and end (plot)</p> <p>RC3.9. make predictions</p> <p>RC3.10. predict possible solutions given choices</p>	<p>RC3.1. identify characters</p> <p>RC3.2. analyze characters (e.g., good, bad; main, minor)</p> <p>RC3.3. identify problem</p> <p>RC3.4. compare text problems with personal experience</p> <p>RC3.5. identify cause and effect</p> <p>RC3.6. identify setting</p> <p>RC3.8. place events in logical sequence beginning, middle and end (plot)</p> <p>RC3.9. make predictions</p> <p>RC3.10. predict possible solutions given choices</p>	<p>RC3.1. identify characters</p> <p>RC3.2. analyze characters (e.g., good, bad; main, minor)</p> <p>RC3.3. identify problem</p> <p>RC3.4. compare text problems with personal experience</p> <p>RC3.5. identify cause and effect</p> <p>RC3.6. identify setting</p> <p>RC3.7. make basic inferences about setting, characters and problem (if it is snowing in the story it is probably winter)</p> <p>RC3.8. place events in logical sequence beginning, middle and end (plot)</p> <p>RC3.9. make predictions</p> <p>RC3.10. predict possible solutions given choices</p>
ST	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5
FR	I 3b, II 1b & g, ,III 1a, c & l, 2a-f, IV 1f-h, 2b-c, K-4	I 1d, g 3b, c 4a II 1b, d, g, 2a, III 1a, c, h, i, 2a-f, IV 1f-h, 2b-c, K-4	I 1d, g 3b, c 4a II 1b, d, g, 2a, III 1a, c, h, i, 2a-f, IV 1f-h, 2b-c, K-4	I 1d, g 3b, c 4a II 1b, d, g, 2a, III 1a, c, h, i, 2a-f, IV 1f-h, 2b-c, K-4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times				
	GRADE K - 2	GRADE 3 - 5	GRADE 6 - 8	GRADE 9-12
A	Text Features			
ST	CA 3 1.6	CA 3 1.6	CA 3 1.6	CA 3 1.6
FR	I 2g, II 2f, K-4	I 2g, II 2f, K-4	I 2g, II 2f, K-4	I 2g, II 2f, K-4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times - - - continued				
	GRADE K - 2	GRADE 3 - 5	GRADE 6 - 8	GRADE 9-12
C	Demonstrate understanding of nonfiction, with assistance as needed	Demonstrate understanding of nonfiction, with assistance as needed	Demonstrate understanding of nonfiction, with assistance as needed	Demonstrate understanding of nonfiction, with assistance as needed
	RC5.1. match ideas in text with words/ symbols/ pictures/objects/actions	RC5.1. match ideas in text with words/ symbols/ pictures/objects/actions RC5.2. develop questions to clarify meaning RC5.3. discuss text RC5.4. answer questions RC5.5. recognize important information a. identify main ideas RC5.9. make predictions RC5.10. sequence: first, last RC5.11. make requests/choices in response to information gathered	RC5.1. match ideas in text with words/ symbols/ pictures/objects/actions RC5.2. develop questions to clarify meaning RC5.3. discuss text RC5.4. answer questions RC5.5. recognize important information a. identify main ideas b. identify supporting details RC5.7. identify simple cause and effect relationships RC5.8. draw conclusions RC5.9. make predictions RC5.10. sequence; first, next, last RC5.11. make requests/choices in response to information gathered	RC5.1. match ideas in text with words/ symbols/ pictures/objects/actions RC5.2. develop questions to clarify meaning RC5.3. discuss text RC5.4. answer questions RC5.5. recognize important information a. identify main ideas b. identify supporting details RC5.6. identify author's purpose RC5.7. identify simple cause and effect relationships RC5.8. draw conclusions RC5.9. make predictions RC5.10. sequence; first, next, last RC5.11. make requests/choices in response to information gathered
	ST CA 3 1.6, 2.4, 3.5	CA 3 1.6, 2.4, 3.5	CA 3 1.6, 2.4, 3.5	CA 3 1.6, 2.4, 3.5
	FR I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4
D	Understand directions to perform a task, with assistance as needed	Understand directions to perform a task, with assistance as needed	Understand directions to perform a task, with assistance as needed	Understand directions to perform a task, with assistance as needed
	RC6.1. attend to and/or read a simple pictorial/written direction (daily schedule) RC6.2. follow a simple pictorial/written direction	RC6.1. attend to and/or read a simple pictorial/written direction (daily schedule) RC6.2. follow a simple pictorial/written direction (icons on a cake mix, steps to turn on a computer)	RC6.1. attend to and/or read a simple pictorial/written direction (daily schedule) RC6.2. follow a simple pictorial/written direction (icons on a cake mix, steps to turn on a computer, employment related directions)	RC6.1. attend to and/or read a simple pictorial/written direction (daily schedule) RC6.2. follow a simple pictorial/written direction (icons on a cake mix, steps to turn on a computer, employment related directions)
	ST CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6
	FR I 3e, K-4	I 3e, K-4	I 3e, K-4	I 3e, K-4

1 Apply a writing process in composing text				
	GRADE K - 2	GRADE 3 -5	GRADE 6 - 8	GRADE 9-12
A	Follow a writing process through words/ scribe/symbols/ pictures/objects/actions, with assistance as needed	Follow a writing process through words/ symbols/ pictures/objects/actions, with assistance as needed	Follow a writing process through words/ symbols/ pictures/objects/actions, with assistance as needed	Routinely follow a writing process through words/ symbols/ pictures/objects/actions, with assistance as needed
Writing Process	WP1.1. brainstorm ideas and/or make choices regarding writing topics WP1.4. use spelling approximations WP1.5. generate a draft WP1.6. revise draft WP1.8. publish or share stories (share with a friend, hang up picture story on bulletin board)	WP1.1. brainstorm ideas and/or make choices regarding writing topics WP1.2. explore a variety of graphic organizers and their purposes WP1.3. use a simple graphic organizer WP1.4. use spelling approximations WP1.5. generate a draft WP1.6. revise draft WP1.7. edit text—basic beginning and ending capitalization, punctuation WP1.8. publish or share stories (share with a friend, hang up picture story on bulletin board)	WP1.1. brainstorm ideas and/or make choices regarding writing topics WP1.2. explore a variety of graphic organizers and their purposes WP1.3. use a simple graphic organizer WP1.4. use spelling approximations WP1.5. generate a draft WP1.6. revise draft WP1.7. edit text—capitalization, punctuation WP1.8. publish or share stories (share with a friend, hang up picture story on bulletin board)	WP1.1. brainstorm ideas and/or make choices regarding writing topics WP1.2. explore a variety of graphic organizers and their purposes WP1.3. use a simple graphic organizer WP1.4. use spelling approximations WP1.5. generate a draft WP1.6. revise draft WP1.7. edit text—capitalization, punctuation WP1.8. publish or share stories (share with a friend, hang up picture story on bulletin board)
ST	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4			
2 Compose well-developed text using standard English conventions				
	GRADE K - 2	GRADE 3 - 5	GRADE 6 - 8	GRADE 9-12
A	Form (i.e., copy) letters correctly, using left-to-right directionality with assistance as needed	Print letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words , with assistance as needed	Print letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words, with assistance as needed	Print letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words, with assistance as needed
Handwriting	WC1.1. explore and/or use writing tools (pencils, keyboard, stamps, etc.) WC1.2. use scribbles or approximations of letters to represent written language WC1.3. imitate pre-writing strokes	WC1.1. explore and/or use writing tools (pencils, keyboard, stamps, etc.) WC1.2. use scribbles or approximations of letters to represent written language WC1.3. imitate pre-writing strokes WC1.4. form upper and lower case letters WC1.5. space appropriately between words WC1.6. leave margins, right and left, top and bottom	WC1.1. explore and/or use writing tools (pencils, keyboard, stamps, etc.) WC1.2. use scribbles or approximations of letters to represent written language WC1.3. imitate pre-writing strokes WC1.4. form upper and lower case letters WC1.5. space appropriately between words WC1.6. leave margins, right and left, top and bottom	WC1.1. explore and/or use writing tools (pencils, keyboard, stamps, etc.) WC1.2. use scribbles or approximations of letters to represent written language WC1.3. imitate pre-writing strokes WC1.4. form upper and lower case letters WC1.5. space appropriately between words WC1.6. leave margins, right and left, top and bottom
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4

2 Compose well-developed text using standard English conventions - - - continued				
	GRADE K - 3	GRADE 3 - 5	GRADE 6 -8	GRADE 9-12
B	Capitalize first letters, with assistance as needed	Capitalize first letters, with assistance as needed	Capitalize first letters, with assistance as needed	Capitalize first letters, with assistance as needed
Capitalization	WC2.1. explore use of capitalization WC2.2. capitalize first letters of own first and last names	WC2.1. explore use of capitalization WC2.2. capitalize first letters of own first and last names WC2.3. capitalize personal information WC2.4. capitalize names of people, days, months WC2.6. capitalize beginning words of sentences	WC2.1. explore use of capitalization WC2.2. capitalize first letters of own first and last names WC2.3. capitalize personal information WC2.4. capitalize names of people, days, months WC2.5. capitalize other proper nouns WC2.6. capitalize beginning words of sentences	WC2.1. explore use of capitalization WC2.2. capitalize first letters of own first and last names WC2.3. capitalize personal information WC2.4. capitalize names of people, days, months WC2.5. capitalize other proper nouns WC2.6. capitalize beginning words of sentences
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4
C	Compose text through words/symbols/pictures objects/actions, with assistance as needed, using correct end punctuation	Compose text through words/symbols/pictures objects/actions, with assistance as needed, using correct end punctuation	Compose text through words/symbols/pictures objects/actions, with assistance as needed, using correct end punctuation	Compose text through words/symbols/pictures objects/actions, with assistance as needed, using correct end punctuation
Punctuation	WC3.1. attend to punctuation marks WC3.2. identify punctuation marks (.) WC3.3. use punctuation marks (.)	WC3.1. attend to punctuation marks WC3.2. identify punctuation marks (.) WC3.3. use punctuation marks (.) WC3.4. use commas in personal information WC3.5. compose text using correct end punctuation in interrogative sentences	WC3.1. attend to punctuation marks WC3.2. identify punctuation marks (?!) WC3.3. use punctuation marks (?!) WC3.4. use commas in personal information and/or dates WC3.5. compose text using correct end punctuation in interrogative sentences	WC3.1. attend to punctuation marks WC3.2. identify punctuation marks (?!) WC3.3. use punctuation marks (?!) WC3.4. use commas in personal information and/or dates WC3.5. compose text using correct end punctuation in interrogative sentences
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	I 6a, II 2i, 4b, 6c, d, g, K-4	I 6a, II 2i, 4b, 6c, d, g, K-4	I 6a, II 2i, 4b, 6c, d, g, K-4	I 6a, II 2i, 4b, 6c, d, g, K-4
E	In writing, use correct spelling	In writing, use correct spelling	In writing, use correct spelling	In writing, use correct spelling
Spelling	WC4.1. use correct spelling of own first and last names(and/ or personal information) WC4.2. use phonetic spelling of initial sound in writing personal information	WC4.1. use correct spelling of own first and last names(and/ or personal information) WC4.2. use phonetic spelling of initial sound in writing personal information WC4.3. use phonetic spelling of initial sounds of key words	WC4.1. use correct spelling of own first and last names(and/ or personal information) WC4.2. use phonetic spelling of initial sound in writing personal information WC4.3. use phonetic spelling of initial sounds of key words	WC4.1. use correct spelling of own first and last names(and/ or personal information) WC4.2. use phonetic spelling of initial sound in writing personal information WC4.3. use phonetic spelling of initial sounds of key words WC4.4. use phonetic spelling or correct spelling of key words
ST	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2
FR	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4
F	In composing text (words/ symbols/ pictures/objects actions), <u>write</u> sentences with assistance as needed	In composing text (words/ symbols/ pictures/objects/actions), <u>write</u> sentences with assistance as needed	In composing text (words/ symbols/ pictures/objects/actions), <u>write</u> sentences, with assistance as needed	In composing text (words/ symbols/ pictures/objects/ actions), <u>write</u> sentences, with assistance as needed
Sentence Construction	WC5.1. use more than one word to convey a thought WC5.2. imitate words in sentences	WC5.1. use phrases and/or sentences to convey a thought WC5.2. imitate words in sentences WC5.3. use declarative and/or interrogative sentences	WC5.1. use phrases and/or sentences to convey a thought WC5.2. imitate words in sentences WC5.3. use declarative, interrogative and/or exclamatory sentences	WC5.1. use phrases and/or sentences to convey a thought WC5.2. imitate words in sentences WC5.3. use declarative, interrogative and/or exclamatory sentences
ST	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2
FR	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4b, K-4

3 Write effectively in various forms and types of writing				
	GRADE K - 2	GRADE 3 - 5	GRADE 6 - 8	GRADE 9-12
A	<p>Tell/write stories using words/ symbols/ pictures/objects/actions about familiar experiences and events, with assistance as needed</p> <p>WP2.1. plan story with a beginning using personal experiences WP2.2. tell story with three related ideas/phrases</p> <p>Describe a familiar object and/or person using words/ symbols/ pictures/objects/actions, with assistance as needed</p> <p>WP2.9. attend to descriptions of objects a explore objects of different colors, shapes, sizes b sort objects by color, shape, size (physical characteristics) WP2.10. use color, shape, size to describe the object or person WP2.11. explore sensory details</p>	<p>Tell/write stories using words/ symbols/ pictures/objects/actions about familiar experiences and events, with assistance as needed</p> <p>WP2.1. plan story with a beginning using personal experiences WP2.2. tell story with three related ideas/phrases – beginning, middle, end WP2.3. relate a series of events in chronological order – beginning and end WP2.4. add details to the middle of a story WP2.5. include a character in a story WP2.6. include a setting in a story</p> <p>Describe a familiar object, person, characters, places, and/or events using words/ symbols/ pictures/objects/actions, with assistance as needed</p> <p>WP2.9. attend to descriptions of objects WP2.10. use color, shape, size, time to describe the object, characters, places, events WP2.11. explore sensory details WP2.12. explore various objects with a variety of sensory details WP2.14. describe differences using color, shape, size</p>	<p>Tell/write stories using words/ symbols/ pictures/objects/actions about familiar experiences and events, with assistance as needed</p> <p>WP2.1. plan story with a beginning using personal experiences WP2.2. tell story with three related ideas/phrases – beginning, middle, end WP2.3. relate a series of events in chronological order – beginning and end WP2.4. add details to the middle of a story WP2.5. include a character in a story WP2.6. include a setting in a story WP2.8. write a story focusing on a single event</p> <p>Describe a familiar object, person, characters, places, and/or events using words/ symbols/ pictures/objects/actions, with assistance as needed</p> <p>WP2.9. attend to descriptions of objects WP2.10. use color, shape, size, time to describe the object, characters, places, events WP2.11. explore sensory details WP2.12. explore various objects with a variety of sensory details WP2.13. use sensory details to describe WP2.14. describe differences using color, shape, size</p>	<p>Tell/write stories using words/ symbols/ pictures/objects/actions about familiar experiences and events, with assistance as needed</p> <p>WP2.1. Plan story with a beginning using personal experiences WP2.2. Tell story with three related ideas/phrases – beginning, middle, end WP2.3. relate a series of events in chronological order – beginning and end WP2.4. add details to the middle of a story WP2.5. include a character in a story WP2.6. include a setting in a story WP2.7. include a problem and/or solution in a story WP2.8. write a story focusing on a single event</p> <p>Describe a familiar and/or unfamiliar object, person, characters, places, and/or events using words/ symbols/ pictures/objects/actions, with assistance as needed</p> <p>WP2.9. attend to descriptions of objects WP2.10. use color, shape, size, time to describe the object, characters, places, events WP2.11. explore sensory details WP2.12. explore various objects with a variety of sensory details WP2.13. use sensory details to describe WP2.14. describe differences using color, shape, size</p>
ST	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1
FR	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4

3 Write effectively in various forms and types of writing - - - continued				
	GRADE K - 2	GRADE 3 -5	GRADE 6 - 8	GRADE 9-12
C Expository and Persuasive Writing	Express an idea using words/ symbols/ pictures/objects/actions, using factual information, with assistance as needed WP3.1. express wants or needs WP3.2. express feelings of pleasure/displeasure using words/symbols/pictures/objects/actions	Express an idea using words/ symbols/ pictures/objects/actions, using factual information, with assistance as needed WP3.1. express wants or needs WP3.2. express feelings of pleasure/displeasure using words/symbols/pictures/objects/actions WP3.3. record important points in written text or real events that the student has experienced	Express an idea using words/ symbols/ pictures/objects/actions, using factual information, with assistance as needed WP3.1. express wants or needs WP3.2. express feelings of pleasure/displeasure using words/symbols/pictures/objects/actions WP3.3. record important points in written text or real event(that the student has experienced a provide one or more supporting or descriptive details WP3.4. write directions using words/symbols/pictures/objects/actions WP3.5. write an expository text using words/symbols/pictures/objects/actions a provide one main idea in a topic sentence b provide three or more supporting details WP3.6. write a persuasive (why/because) text with assistance using words/symbols/pictures/objects/actions a provide one main idea in a topic sentence	Express an idea using words/ symbols/ pictures/objects/actions, using factual information, with assistance as needed WP3.1. express wants or needs WP3.2. express feelings of pleasure/displeasure using words/symbols/pictures/objects/actions WP3.3. record important points in written text or real event that the student has experienced a provide one or more supporting or descriptive details WP3.4. write directions using words/symbols/pictures/objects/actions WP3.5. write an expository text using words/symbols/pictures/objects/actions a provide one main idea in a topic sentence b provide three or more supporting details WP3.6. write a persuasive (why/because) text with assistance using words/symbols/pictures/objects/actions a provide one main idea in a topic sentence
	ST CA 4 1.8, 2.1 FR I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	ST CA 4 1.8, 2.1 FR I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	ST CA 4 1.8, 2.1 FR I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	ST CA 4 1.8, 2.1 FR I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4
D Summary Writing			Write a summary of or retell a short text using words/ symbols/ pictures/objects/actions with assistance as needed WP4.1. identify most important parts WP4.2. recognize information has main ideas and supporting details in oral/written texts with assistance. WP4.3. separate the main ideas from supporting details	Write a summary of or retell a short text using words/ symbols/ pictures/objects/actions with assistance as needed WP4.1. identify most important parts WP4.2. recognize information has main ideas and supporting details in oral/written texts with assistance. WP4.3. separate the main ideas from supporting details WP4.4. write using words/symbols/pictures/objects /actions the main ideas in summary form
	ST FR	ST FR	ST CA 2, 3, 4 1.6, 2.1 FR II 1a, 2a, 5-8	ST CA 2, 3, 4 1.6, 2.1 FR II 1a, 2a, 5-8

3 Write effectively in various forms and types of writing - - - continued				
	GRADE K – 2	Article I. GRADE 3 -5	GRADE 6 – 8	GRADE 9-12
E	Identify people and environment when composing text using words/symbols/pictures/objects/actions/scribes, with assistance as needed	Identify people and environment when composing text using words/symbols/pictures/objects/actions/scribes, with assistance as needed	Develop an awareness of audience and purpose in composing text,	Develop an awareness of audience and purpose in composing text,
Audience and Purpose	WP5.1. identify who writing for WP5.2. identify why writing WP5.3. identify appropriate format (friendly letters, thank-you notes, lists, messages, journals)	WP5.1. identify who writing for WP5.2. identify why writing WP5.3. identify appropriate format (friendly letters, thank-you notes, lists, messages, journals) WP5.4. write simple friendly letters, messages, and directions for making or doing something, considering a given audience WP5.5. write using words/symbols/pictures/objects/actions notes to self in response to others’ interactions	WP5.1. identify who writing for WP5.2. identify why writing WP5.3. identify appropriate format (friendly letters, thank-you notes, lists, messages, journals) WP5.4. write simple friendly letters, messages, and directions for making or doing something, considering a given audience WP5.5. write using words/symbols/pictures/objects/ actions notes to self in response to others’ interactions a provide one main idea in a topic sentence	WP5.1. identify who writing for WP5.2. identify why writing WP5.3. identify appropriate format (friendly letters, thank-you notes, lists, messages, journals) WP5.4. Write simple friendly letters, messages, and directions for making or doing something, considering a given audience WP5.5. Write using words/symbols/pictures/objects/actions notes to self in response to others’ interactions a provide one main idea in a topic sentence b provide one or more supporting details
ST	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1
FR	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4

1 Develop and apply effective listening skills and strategies				
	GRADE K - 2	GRADE 3 - 5	GRADE 6 - 8	GRADE 9-12
A	Attend and listen	Attend and listen	Attend and listen	Attend and listen
	LS1.1. for enjoyment LS1.2. for information LS1.3. to solve problems LS1.5. for directions to complete a simple task LS1.6. to identify emotion of verbal and non-verbal communication	LS1.1. for enjoyment LS1.2. for information LS1.3. to solve problems LS1.5. for directions to complete a simple task LS1.6. to identify emotion of verbal and non-verbal communication	LS1.1. for enjoyment LS1.2. for information LS1.3. to solve problems LS1.4. to distinguish fact from fiction LS1.5. for directions to complete a two- or three-step task LS1.6. to identify emotion of verbal and non-verbal communication	LS1.1. for enjoyment LS1.2. for information LS1.3. to solve problems LS1.4. to distinguish fact from fiction LS1.5. for directions to complete a two- or three-step task to identify tone, mood and/or emotion of verbal and nonverbal communication
ST	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10
FR	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4
B	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes distractions) with assistance as needed	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes distractions) with assistance as needed	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes distractions) with assistance as needed	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes distractions) with assistance as needed
	LS2.1. use appropriate body language and facial expressions to indicate reactions, e.g., enjoyment	LS2.1. use appropriate body language and facial expressions to indicate reactions, e.g., enjoyment, humor, anger	LS2.1. use appropriate body language and facial expressions to indicate reactions, e.g., enjoyment, humor, anger, agreement, disagreement or confusion	LS2.1. use appropriate body language and facial expressions to indicate reactions, e.g., enjoyment, humor, anger, agreement, disagreement or confusion
ST	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5
FR	I 2h, IV 1d, K-4 I	2h, IV 1d, K-4	I 2h, II 5b, III 1c, IV 1d, e, 5-8	I 2h, II 5b, III 1c, IV 1d, e, 5-8

2 Develop and apply effective speaking skills and strategies for various audiences and purposes																
	GRADE K - 2				GRADE 3 - 5				GRADE 6 - 8				GRADE 9-12			
A	Share ideas or experiences verbally or using communication systems (such as communication boards, computers, switches, eyegaze)				Share ideas or experiences verbally or using communication systems (such as communication boards, computers, switches, eyegaze)				Share ideas or experiences verbally or using communication systems (such as communication boards, computers, switches, eyegaze)				Share ideas or experiences verbally or using communication systems (such as communication boards, computers, switches, eyegaze)			
	LS3.1. use physical means to respond LS3.2. respond to stimulus LS3.3. obtain attention of others LS3.4. indicate choice LS3.5. use vocalizations LS3.6. use words LS3.7. use simple phrases and/or sentences LS3.8. initiate interaction with others LS3.9. <u>speak</u> audibly				LS3.1. uses physical means to respond LS3.2. responds to stimulus LS3.3. obtain attention of others LS3.4. indicate choice LS3.5. use vocalizations LS3.6. use words LS3.7. use simple phrases and/or sentences LS3.8. initiate interaction with others LS3.9. speak audibly LS3.10. speak clearly when sharing ideas and asking questions in small and large groups LS3.11. use appropriate volume and maintain clear focus and pace LS3.12. take turns in conversation				LS3.1. use physical means to respond LS3.2. respond to stimulus LS3.3. obtain attention of others LS3.4. indicate choice LS3.5. use vocalizations LS3.6. use words LS3.7. use simple phrases and/or sentences LS3.8. initiate interaction with others LS3.9. speak audibly LS3.10. speak clearly when sharing ideas and asking questions in small and large groups LS3.11. use appropriate volume and maintain clear focus and pace LS3.12. take turns in conversation				LS3.1. use physical means to respond LS3.2. respond to stimulus LS3.3. obtain attention of others LS3.4. indicate choice LS3.5. use vocalizations LS3.6. use words LS3.7. use simple phrases and/or sentences LS3.8. initiate interaction with others LS3.9. speak audibly LS3.10. speak clearly when sharing ideas and asking questions in small and large groups LS3.11. use appropriate volume and maintain clear focus and pace LS3.12. take turns in conversation			
ST	CA 1, 6 2.1, 2.3, 4.6				CA 1, 6 2.1, 2.3, 4.6				CA 1, 6 2.1, 2.3, 4.6				CA 1, 6 2.1, 2.3, 4.6			
FR	II 1e, 3b, e, 5a, c-e, g-h, 6a & h, 4a-b, IV 1b-c, K-4				II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h, 4a-b, IV 1b-c, K-4				II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4				II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4			
B	Give simple directions verbally or with communication system (such as communication boards, computers, switches) with assistance as needed				Give simple directions verbally or with communication system (such as communication boards, computers, switches) with assistance as needed				Give simple directions verbally or with communication system (such as communication boards, computers, switches) with assistance as needed				Give simple directions verbally or with communication system (such as communication boards, computers, switches) with assistance as needed			
	LS4.1. communicate wants and needs LS4.2. identify a task that requires more than one step; e.g., hanging up student’s book bag LS4.3. identify steps to complete task LS4.4. identify that directions are the steps to complete a task				LS4.1. communicate wants and needs LS4.2. identify a task that requires more than one step; e.g., hanging up student’s book bag LS4.3. identify steps to complete task LS4.4. identify that directions are the steps to complete a task LS4.5. show/tell the steps to complete a task				LS4.1. communicate wants and needs LS4.2. identify a task that requires more than one step; e.g., hanging up student’s book bag LS4.3. identify steps to complete task LS4.4. identify that directions are the steps to complete a task LS4.5. show/tell the steps to complete a task				LS4.1. communicate wants and needs LS4.2. identify a task that requires more than one step; e.g., hanging up student’s book bag LS4.3. identify steps to complete task LS4.4. identify that directions are the steps to complete a task LS4.5. show/tell the steps to complete a task			
ST	CA 1, 6 2.1, 2.3				CA 1, 6 2.1, 2.3				CA 1, 6 2.1, 2.3				CA 1, 6 2.1, 2.3			
FR	I 6e, K-4				I 6e, K-4				I 6e, K-4				I 6e, K-4			

1 Develop and apply effective research process skills to gather, analyze and evaluate information				
	GRADE K - 2	GRADE 3 - 5	GRADE 6 - 8	GRADE 9-12
A	Develop awareness, with assistance as needed, of resources on topics of interest e.g., Videos, Internet websites, atlas, picture dictionary	Find appropriate resources on topics of interest or useful information , with assistance as needed e.g., Videos, Internet websites, atlas, picture dictionary	Formulate questions, with assistance as needed, and/or identify key words to use to locate resources on topics of interest e.g., Videos, Internet websites, atlas, picture dictionary	Formulate questions, with assistance as needed, and/or identify key words to use to locate resources on topics of interest e.g., Videos, Internet websites, atlas, picture dictionary
Research Plan	IL1.1. explore and or develop awareness of a variety of resources	IL1.1. explore and or develop awareness of a variety of resources IL1.2. identify purpose of resource	IL1.1. explore and or develop awareness of a variety of resources IL1.2. identify purpose of resource IL1.3. identify question IL1.4. identify key words	IL1.1. explore and or develop awareness of a variety of resources IL1.2. identify purpose of resource IL1.3. identify question IL1.4. identify key words
ST	CA 2, 3 1.1, 1.2	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4
FR	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4
B			Locate information in provided resources, with assistance as needed, to answer questions.	Locate information in provided resources, with assistance, to answer questions.
Acquire Information			IL2.1. use pictures to identify information IL2.2. identify key words to find information	IL2.1. use pictures to identify information IL2.2. identify key words to find information
ST			CA 2, 3 1.2, 1.4, 1.6	CA 2, 3 1.2, 1.4, 1.6
FR			I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4
C			Identify relevant information and record main ideas and important details in own words, with assistance as needed	Identify relevant information and record main ideas and important details in own words, with assistance as needed
			IL3.1. recognize important information a identify main ideas b identify supporting details	IL3.1. recognize important information a identify main ideas b identify supporting details
ST				CA 2, 3, 4 1.2, 1.8
FR				I 3f, IV 1e, K-4
D				Develop awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance
Sources Consulted				IL4.1. identify the author
MP				
ST			CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4
FR			IV 3d, K-4	IV 3d, K-4

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media				
	GRADE K - 2	GRADE 3 -5	GRADE 6 - 8	GRADE 9-12
A	Identify, with assistance as needed, simple messages conveyed through oral and visual media	Identify, with assistance as needed, simple messages conveyed through oral and visual media	Identify and/or explain , with assistance as needed, intended messages conveyed through oral and visual media	Identify and/or explain, with assistance as needed, intended messages conveyed through oral and visual media
Media Messages	IL5.1. attend to oral and/or visual media	IL5.1. attend to oral and/or visual media	IL5.1. attend to oral and visual media IL5.2. identify oral and/or visual media IL5.3. explain oral and/or visual media	IL5.1. attend to oral and visual media IL5.2. identify oral and/or visual media IL5.3. explain oral and/or visual media
ST	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7
FR	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 5a, II 1a, III 3c, 5-8